

Master of Arts in Teaching: Teacher Education (secondary)
Drama Education, English Education, French/German/Spanish Education, Math
Education, Science Education, Social Studies Education
2021-2022 Assessment Report

Program Description

The Master of Arts in Teaching program launched in 1996-1997 and the class of '22 represents the 25th year of candidates in the various areas. The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The program is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage all students with meaningful and authentic instruction.

Students apply to the MAT program in the year prior to attending and complete a rigorous candidacy process, (requires an interview, submission of portfolio, submission of letters of recommendation, successful application to graduate school). 22 students were admitted to the MAT program in 2021-2022, including 1 in Drama, 3 in English, 4 in Math, 9 in Science, and 5 in Social Studies. 21/22 students were cleared for graduation in spring 2022. Program faculty members received a National Science Foundation NOYCE grant to attract and fund additional candidates for the 2021-2022 school year.

The Master of Arts in Teacher Education program goals are based on the Four Domains of the Danielson Framework for Teaching (TESS—Teacher Evaluation Student Success), CAEP accreditation standards, and the COEHP conceptual framework:

1. *Knowledgeable about Content and Pedagogy:* Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective preservice educators. They must know how to access, use, and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.
2. *Skillful in Practice:* Candidates will be skillful in the pedagogy required to be an effective preservice educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.
3. *Supportive in Developing the Whole Student:* Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.
4. *Professional in Actions:* Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.

Projected Assessment Plan for the BAT Programs of Study: English Education

Learning Outcomes	Evidence	Data Collection for 2022 Report
Knowledgeable about Content and Pedagogy	GPA upon admission Praxis II Content Test	Cumulative GPA Status as of this report
Skillful in Practice	Formative Mid-Point Assessment (TESS) fall semester	Obtain mentor teacher evaluation of teaching during fall placement
Supportive in Developing the Whole Student	Summative Formal Assessment (TESS) spring semester	Obtain supervisor evaluation of teaching during spring placement
Professional in Actions	Average domain on all four TESS domains of 2.0 and above in order to complete their program.	Report from Office of Teacher Education

Learning Outcomes	Result of Analysis	Program Changes Based on Analysis	Changes to Assessment Process
Knowledgeable about Content and Pedagogy	Cumulative GPA: 3.23 Praxis Results: 17/22 students have passed test; 3 have not taken it at the time of this report.	No changes recommended. Since the focus on content (undergraduate GPA and Praxis Content Scores) derives from courses in the students' respective undergraduate majors, any changes would be conducted in collaboration with the respective departments in Arts and Sciences and the Arkansas Department of Elementary and Secondary Education.	No changes in assessment procedures.
Skillful in Practice	TESS Domains One: 2.43 Two: 2.27 Three: 3.0 Four 3.0	TESS provides a practical method of assessing growth and preparing future teachers for the realities of assessment as teachers. While this is a formative assessment in the fall and summative in the spring, the formative scores here show promise (domains three and four) and reason for caution (domain two).	No changes in assessment procedures.

<p>Supportive in Developing the Whole Student</p>	<p>TESS Domains One: 2.95 Two: 2.93 Three: 2.85 Four 2.87</p>	<p>Summative data will be provided program faculty so that they can adjust, if relevant, their courses to address any criteria where scores are lower than 2.85. Two areas of concern in the fall formative assessment (domains one and two) increased while domains three and four decreased.</p>	<p>No changes in assessment procedures.</p>
<p>Professional in Actions</p>	<p>TESS Domains One: 2.95 Two: 2.93 Three: 2.85 Four 2.87</p>	<p>Anyone with cumulative scores below 2.0 are not recommended for licensure. All students scored higher than 2.0 in the 2021-2022 cohort and, on average, the scores demonstrated the abilities and promise of the cohort.</p>	<p>No changes in assessment procedures.</p>